REMARKS

ON THE

New System of Medical Education,

CONSISTING OF

FOUR SUCCESSIVE AND PROGRESSIVE

COURSES OF LECTURES & DEMONSTRATIONS,

INTRODUCED IN THE

Penn Medical University

OF

PHILADELPHIA,

AND

ANNOUNCEMENT

OF THE

MALE DEPARTMENT

FOR THE

Winter and Spring Sessions of 1855-56.

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ANNOUNCEMENT.

About a year ago, the Penn Medical University published, extensively, a new and improved system of medical education, of which an abstract will be found below. The reason which had indueed this young institution to take, at onee, so high a position, as to aim at the introduction of a radical and complete reform in the education of young physicians, for this highly civilized and world admired nation, were freely stated, and it was hoped that the profession at large, and partieularly the aspiring youths of our eountry, who have devoted their lives to the study and practice of our noble profession, would appreciate the motives and truly national enterprise of this University.

Knowing, however, how difficult it is, even for older and renowned schools, to effect the least improvement in the system of teaching, if it involves a little increase of expense, or lengthens the time of study, our hopes of sucess in our greater aim were but very moderate. Still we are gratified to have the hearty approval of a great number of the profession, and to have roused a spirit of inquiry throughout the country, which must finally result in the general approbation and adoption of our plan, or some similar reform in the education of physicians.

We must again insist upon our former assertion, that this nation is deserving of a mueh higher regard for its health, than it receives from our medieal schools. Woe unto our lofty temples of Esculapius, if the publie at large understood the miserable farce transacted in them in manufacturing the guardians of the health of the nation!

And woe unto the shallow aristoerats, and high bearing old fogies, who are so elamorous in upholding their antiquated adsurdities, and profitable routines of practice and teaching, if the confiding spirit of medieal students should once make use of its Amerieau birth right to doubt and examine the title and authority which so far sways the destinies of physie in this country!

How must the Amerieau student feel, when he is whipped into the rules of the order of Galen, and eommanded to surrender every independent thought or idea of his own, but henceforth to swear in the words of his teaehers, and follow the "practieal preeepts enforeed in his medical school?" For mind, young men, this is meant by teaching "scientific me-

dicine." The professors must all blow out of one horn, and carefully guard the students against hearing any dissenting note, lest their confidence should be shaken, and the usefulness of the schools impaired.

Blessed young gentlemen of free America, ye benighted "learners and followers of practical precepts," lest ye trespass against the laws of the order, and blast forever your conscience and your reputation, by attending any other medical school than those of monkish discipline, and unquestioned orthodoxy, we copy the following two solemn resolutions adopted by the late National Medical convention held in Philadelphia, to wit:

"*Resolved*, That to secure efficient teaching in Medical schools, where the prime object is to enforce practical precepts, a large degree of union and harmony must exist among the teachers, and confidence be reposed in them by their pupils."

"*Resolved*, That any such unnatural union as the mingling of an exclusive system, such as Homœopathy, with scientific medicine in a school, setting aside all questions of its untruthfulness, cannot fail by the destruction of union and confidence and the production of confusion and disorder, unsettling and distracting the mind of the learners, to so far impair the usefulness of teaching as to render every school adopting such a policy, unworthy the support of the profession."

Any American student who can read the foregoing dicta, which are as stupid in style and diction, as they are medieval in sense, without feeling indignant at the degradation pronounced over every student of medicine in the country, deserves the pity rather than the scorn, of the young man of spirit, who entertains a higher idea of himself, than to be the passively confiding pupil of teachers who must swear allegiance to set and prescribed doctrines.

Some "confiding pupils," retaining their "undistracted mind of learners," as advanced practitioners, have suggested the flattering idea, that the foregoing resolutions of the "American Medical Association," were intended to operate against the Penn Medical University. This we cannot believe for three reasons, viz.:

1. The convention of the Medical Association, including nearly all orthodox medical schools of the land, has not shown the least knowledge of the nature, organization and merits of the Penn Medical University of Philadelphia. It is therefore absurd to suppose that so scientific and dig-

nified a body should have intended to throw its shafts against an institution, of which it knew nothing. Its definition of all the medical schools, represented in its own body, was perfectly natural and naively true.

2. The supposed imputation of "the mingling of an exclusive system, such as Homœopathy, with scientific medicine in a school, cannot be applied to the Penn Medical University of Philadelphia, because there is not an institution in the whole country more free from such commingling business, than this. So adverse, indeed is this institution to the mingling of doctrines, that it considers it one of its greatest merits, which sooner or later will be acknowledged by the whole profession, to have *abolished* the antiquated and absurd practice of our medical schools, of teaching all branches of medical science, whether primary, mediate, or final, according to their natural order, in *one commingled course of lectures.* If this mingling business of the schools, —the beam in their own eyes—had been made the object of correction of the great "Association," the true source of "confusion and disorder, unsettling and distracting the mind of the learners," might have been closed. But "de gustibus non est disputandum."

We deny emphatically that we teach, or mingle with scientific medicine, any exclusive system, be it Homœopathy, or Allopathy, or any other pathy, or ism, in a sectarian sense. All we do,—and this every physician of science and of sense must pronounce a decided improvement—is to teach our students, besides many other additional branches of medical science, also, the History of Medicine, as an obligatory branch, in which all ancient or modern systems of medicine, are reviewed and critically examined. If this be mingling an exclusive system, with scientific medicine, we must own the guilt,—but would advise our sister schools to be equally criminal, without fear of offence! As to "scientific medicine," we cannot see, how the convention, and especially the delegates of the schools, who "*enforce practical precepts*," and require of the "learners," not convictions, but "*confidence*" in the words of the teachers, and of the "teachers," not independent scientific inquiry, and unfettered dissertation and discussion of subjects, but "*a large (!) degree of union and harmony*,"—how they can speak of "scientific medicine" in *such* schools! Can there be anything more exclusive, more sectarian, more unscientific, than "such a policy?"

We are far from the intention of denouncing any individual medical school, nor even the whole as a class, as being unscientific, or sectarian; but we merely investigate, for whom the dress of unworthiness, prepared by their delegates, be the most fitting, according to their own showing. It is not our fault, that they pronounced a lasting disgrace upon their schools, and an unqualified insult against every high minded medical student.

3. We have still another reason, why we cannot believe that the great medical convention could have intended to operate against our institution, by the resolutions above cited. We have sufficient confidence in a large majority of that august body to be convinced, that had they been fully informed of the aims, objects and means of our University of Medicine, without having their eyes first poisoned by the ashes of our interested, bigotted, and unscrupulous adversaries, they would have pronounced their unqualified approbation, and adopted our new progressive and extensive system of medical education, as a model for every school in the country. We hope that this matter will be fully investigated by all physicians in the country, before the next convention, when we trust to have its merits duly discussed and pronounced. A small attempt in this direction was made by one of the clearest heads of that body, which will be noticed below.

American students of medicine! are you still satisfied with one short course of lectures, mechanically repeated to you, as is done to parrots?—Will you still come hundreds, or thousands of miles, a second, and perhaps a third time, to listen to the same mongrel mixture of lectures, and to hurry, with indecent haste, over all the branches of your professional education, simultaneously, whether they belong to the beginning, middle, or completion of your studies? If you are satisfied, we do not envy neither your American, nor your scientific ambition.

But if you can elevate your ideas to a higher view of our noble profession, we cordially invite you to examine our improved system, and extend facilities of medical education, and then decide whether you prefer the usual single and commingled course, annually repeated, or our four successive and progressive courses of lectures and demonstrations. In either case you can pass through your collegiate studies in two years, only that we require your attention for eight months in each year, viz: four months for each

Winter, and four months for each Spring course. If you commence on the 1st day of October, you study, for the first four months, (I COURSE,) 1, Descriptive Anatomy, with Dissections; 2, Microscopical Anatomy. 3, Anorganic Chemistry, with Practical Chemistry in Laboratory; 4, Natural Philosophy, with Experiments: 5, General Botany, with Excursions; 6, Mental Philosophy, or Logic, with Practical Applications. During the next four months, (Spring, or II COURSE,) you study: 7, Surgical Anatomy, with Dissections; 8, Physiology, with Experiments and Vivisections; 9, Organic Chemistry, with Analysis; 10, Medical Chemistry, with Practice; 11, Medical Botany, with Excursions; 12, History of Medicine, with Medical Literature.—During the next four (Winter) months, (III COURSE,) you study; 13, General and Special Pathology; 14, Materia Medica; 15, Institutes of Medicine; 16, Institutes of Surgery; 17, Institutes of Obstetrics; 18, Medical Jurisprudence. During the following four (Spring) months, (IV COURSE,) you study; 19, Pathological Anatomy and Chemistry, with Physical Diagnosis; 20, Pharmacy, with practical Exercises; 21, Practice of Medicine; 22, Operative Surgery: 23, Practical Obstetrics; 24, Public Hygiene. This concludes your obligatory studies, and you may graduate, which will be an easy task for you.

This extensive field of studies, embracing 24 sciences, in the place of the usual six or seven branches of the other schools, does not render the study of medicine more difficult or irksome, but, on the contrary, *highly interesting* and *most easy of accomplishment.* The student's mind is at no time overburdened with an incongruous mass of anachronical studies; but masters, with ease and pleasure, in his first course, such branches as mostly interest and benefit a beginner. He attends never more than four lectures on one day; and enjoys for an equal number of hours, the practical demonstrations and exercises in the laboratories and dissecting rooms.

Thus prepared, and fully master of the elementary branches, he enters, with confidence and profit, on his second course, in which every branch of study affords him higher and more perfect intellectual enjoyments, because his previous studies have fitted him for its full and easy comprehension. In this course also the theoretical lectures are agreeably varied by practical exercises and demonstra-

tions in the laboratories and dissecting rooms, as well as by frequent botanical excursions.

After spending the hot summer months at home, with his preceptor, who finds in him, not a superficial smatterer, boasting of having heard and seen every thing, and understood nothing, but a sound anatomist, microscopist, chemist, botanist, logician and medical historian. He returns in the next Fall, with new spirits and higher aims, to his "alma mater," to enter the more elevated sphere of studies; for the understanding and full appreciation of which, his previous philosophical and physiological studies have matured him. He enters his third course, which treats chiefly of pathological or unusual conditions of human life. Every phenomenon and principle of pathology, every remark on Materia Medica, every deduction of Medical, Surgical, or Obstetrical principles, as well as the legal application of all, in Forensic Medicine, interest him now in the highest degree, *because he understands them*, and has ample time and opportunities to master their *details*. He now also begins to take an intellectual and scientific interest in the examination of patients, for which he finds the more opportunity and time, because none but advanced students enjoy those privileges, which would be of no cartly benefit to raw beginners.— After finishing the third Course, the student's highest interest and ambition is excited to become familiar with the practical application of all the sciences so far studied, for professional usefulness. In his fourth, or finishing Course, he is delighted at every step of progress, to find that all the practical duties of the profession are the scientific applications of well digested theoretical studies. He does not require the "enforcing of practical precepts," nor would it be possible for him, after having passed through so thorough and philosophical a curriculum of studies, to base his practice on "confidence in his teachers," or to swear on their doctrines.

His examination for the highest honors in the profession, finally, resembles more a scientific colloquy between colleagues in the profession, than a timid recapitulation of "practical precepts," or an anxious recitation of harmonious doctrines of united teachers. The candidates will please their examiners more by dissenting, for scientific reasons, from the opinions of the latter, than by a litany of mechanical answers on the *set doctrines* of a faculty, as *dictated* by ever so great an association. They become DOCTORS OF MEDICINE.

DEPARTMENTS OF STUDY.

Anatomy.

Every branch of this interesting science, which forms the basis of a thorough medical education, as *Descriptive*, *Surgical*, *Microscopical* and *Pathological Anatomy*, will in the courses of this institution, be presented in a lucid and comprehensive manner, and fully illustrated by appropriate models, drawings, natural preparations, both wet and dried, as well as the recent subject, together with a powerful microscope and other necessary apparatus. Students are afforded every opportunity for observation with the microscope, and for cultivating Practical Anatomy.

Chemistry.

This extensive, most improved and important of all the physical sciences, the great lever of civilization of our age, embraces a vast field for study, and occupies a prominent position in the first and second courses. The general principles of the science as applied to *Anorganic* Chemistry, derive increasing interest from their higher application to *Organic*, *Medical*, and *Animal Chemistry*, and are continually brought into requisition as auxiliaries to the succeeding studies of Materia Medica, Pharmacy, Toxicology, &c.

In this department, the students will be required to perform experiments, apply tests, make analyses, &c., and thus become, not only accustomed to manipulating, but also, practically familiar with this beautiful and most important science.

General and Medical Botany.

This is a department of Medical Science not taught as a distinct branch in any other Medical School in this city. It derives its importance from the vast amount of material afforded to the Materia Medica from the vegetable kingdom. It occupies quite as important a relation to the latter, as does Chemistry, and is an auxiliary to its successful study, of equal value. General and Medical Botany are taught in

the first and second courses, as preliminaries to the study of Materia Medica and Pharmacy in the third and fourth.

A neglect in this very important science leaves a serious blank in a medical education.

The professor in company with the class, during the favorable seasons, makes weekly excursions into the country to collect specimens, and examine their localities, habits, &c., thus enabling the students to become practically familiar with this department of the science. These rural excursions are exceedingly interesting; they afford opportunities for physical recreation, and mental and social enjoyment, amid the wildness and grandeur of Nature's undisturbed domains.

The History of Medicine.

The *History of Medicine* is another branch but rarely and fragmentarily taught in our medical schools, but which deserves an important rank among the medical studies, both for the great light it throws on our present state of science, and for the scientific dignity and self-possession it gives to the physician in his intercourse with the erudite portion of the community, who naturally look down upon any physician as being an ignoramus, who does not know the history of his own profession.

Natural Philosophy.

This department of science is not sufficiently appreciated to entitle it to a separate position in any other of our medical schools in this city, and is consequently much neglected as a part of a medical education.

The vast improvements and additions made in the sphere of Natural Philosophy, and its manifold applications to the study of Medicine, entitle it to a full share of consideration, as an essential branch; its relations to Anatomy, Physiology, Chemistry, Pathology, Surgery, and Obstetrics, will here be brought under review, and its general bearings and various applications, illustrated by numerous experiments.

Mental Philosophy.

This also is a department of study, the value of which is not fully recognised by any other medical school in this city; while it is obvious to every intelligent physician, that there are continually being perpetrated, the most egregious and fatal blunders, inconsistencies and absurdities, by *acknowledged members* of the profession, *all for the want of a little logic*, or a correct system of reasoning. There is not a profession, in which the principles of logic are more needed, and none in which they are less studied and employed.

To this important branch has also been given, in this institution, a distinct position in the first course.

Physiology,

Which formerly had scarcely an existence as a science, has become one of the most extensive, dignified and ennobling, of our age of progress, and is now the pride of the medical profession. This will be illustrated by vivisections, and diagrams, tables, specimens, preparations, &c., and rendered comprehensible and higly interesting. It is a branch of the second course.

General and Special Pathology.

To this highly important branch of medical science has also been assigned a distinct professorship in this University—a dignity not accorded to it by any other school in this city. *Pathology*, the true sheet anchor of a scientific and successful practice of medicine, is not a mere visionary speculation, but a beautiful temple of *positive knowledge*, founded on the exact and demonstrative sciences; guided by the light of which the laws of diseased action become to the Pathologist, as clear, positive, and intelligible as those of health, and indeed, as the laws of nature in general. Without *Pathological knowledge*, the practice of medicine degenerates, from the dignity and importance of a science, to a miserable system of empiricism.

Pathology is fully illustrated by diagrams, pathological specimens, post mortem examinations, and clinical demonstrations.

Diagnostics.

Equally clear and positive, are the means and methods of *Diagnosis*, the thorough knowledge of which is now indispensable to the properly educated physician, and without which the practice of medicine is elevated but a little above a mere art of "*prudent guessing.*"

This important branch, requiring time and the close application of the student, and the guidance of a thoroughly scientific teacher, embraces full, theoretical and practical instructions in auscultation and percussion, the chemical investigation of diseases, &c.

Materia Medica.

This department which formerly embraced merely a rude collection of empirical remedies, has become a large and important field of accumulated science. *Botany*, *Inorganic* and *Organic Chemistry*, as previously studied, not only rank as important auxiliary branches, but constitute the basis of the *Materia Medica.*

The Institution being in possession of a large and complete cabinet, every article considered will be exhibited, and the class made familiar with its physical as well as medical properties. This course will embrace occasional experiments upon the inferior animals, wherein the effects of medicines will be illustrated upon the animal economy.

Pharmacy.

The study of *Pharmacy*, has been made obligatory in this University, and is placed in the fourth or practical course, where it serves at the same time, as a most useful repetition and application of the previous studies of *Materia Medica*, *Botany and Chemistry*, and their special branches.

In particular the students are expected to examine each article, and as far as possible, perform each pharmaceutical manipulation embraced in the course.

The Institutes of Medicine and General Therapeutics.

The Institutes of Medicine teach the general principles of the science, and necessarily comprise a philosophical and critical review of all the most important systems of practice that have been or may be in existence. In this study

the previous branch of the history of medicine finds a most useful and interesting application, and while the lecturer finally collects and systematically arranges all the important and well substantiated points in every branch of medical science, that can bear upon the foundation of scientific principles of practice, the student is exercised in the strict application of logic, as previously studied.

Our arrangement allows also a fair and intellectual investigation of various sectarian doctrines, such as have been promulgated by Hahnemann and others. This very circumstance and the strictly philosophical method of study, pursued throughout our system, and above all the extensive and exact knowledge, resulting from such studies, are the strongest safe-guards against the blind adoption of any exclusive dogma. It is either general ignorance, or the lack of a logical and critical method of investigation, that fills the ranks of sectarian adventurers.

Practice of Medicine.

After having studied Pathology, Diagnosis, Materia Medica, and the Institutes of Medicine, the student is prepared to enter upon the study of the Practice of Medicine, which consists in the practical application of the sciences, to the discovering, locating, comprehending and removing abnormal conditions in the animal economy. In the prosecution of this branch, especial attention will always be given to its cultivation in as scientific a manner, as the present state of the Medical and collateral sciences will afford, so as to elucidate the experience of past ages, by the light of modern science, and corroborate the solid improvements of the present time, by the experience of the past. A truly philosophical practice, based upon the positive sciences, must ever be antagonistical to any routine or empyrical practice, and the promotion of any narrow creed, sect, or dogma, ism, or pathy, whether old or new, or supported by numbers either great or small.

Every effort will be made to furnish clinical cases for illustrating this department.

Surgery.

From a rude art, resulting from crude notions of anatomy and pathology, *Surgery* has grown into an extensive and magnificent cycle of theoretical and practical sciences and specialities, deserving, and more than any other branch of medicine receiving, the unqualified admiration and approbation of the world. Whoever is at all familiar with the extensive field of science involved in modern scientific surgery, will readily admit that its proper teaching and study is not a matter of a few months, but that it ought to be divided in suitable departments, and taught in *progressive courses*, during at least two or three years.

This University prepares its students during four progressive and successive courses for this branch of their professional life, viz: by the study of Descriptive and Microscopic Anatomy in the first course, Surgical Anatomy in the second course; Institutes or general Principles of Surgery, in the third course; and, finally, Operative Surgery in the fourth course. Every necessary surgical apparatus, with practical exercises on subjects, and clinical demonstrations in and out of the institution, will be brought into requisition to familiarize the students with practical Surgery.

Obstetrics.

This art also, within the present century, has grown from a summary of the mere mechanical phenomena of *parturition* to a most gigantic and imposing science, including not only the beautiful field of *Ovology*, or *Embryology*, both *comparative* and *human*, but also the extensively cultivated science of *Gynæcology*, and several other important and interesting sciences.

The Institution is well supplied with Models, Diagrams, specimens both morbid and healthy, and natural preparations, wet and dried, sufficient for full illustrations.

Every possible opportunity will also be embraced, especially in policlinical practice, to give to the advanced students chances of obstetrical explorations and practice.

Medical Jurisprudence and Public Hygiene.

One of the most effectual means to inspire the student of medicine with a higher ambition for study, and the cultivation of the ennobling virtues of a true physician, is the study of *Medical Jurisprudence*. This beautiful and interesting science, teaches more than any other, the great personal dignity of the physician, his exalted position in society, the great confidence a generous public places in his superior knowledge, profound judgment, and well founded opinions, and what honorable privileges and preferences are cheerfully accorded to him, on account of the full appreciation of his extensive and profound erudition in the highest concerns of human life and welfare.

And having passed this degree of the ennobling influence of true science, he will be prepared to appreciate the still higher science of *Public Hygiene*, which teaches him to become a public benefactor and protector, by the possession and most extensive application of professional erudition and skill, without any reference to personal rewards and selfish motives.

These two important and ennobling sciences ought, therefore, to be obligatory branches of study in every medical school, that professes to come up to the demands of our advanced and advancing age of progress and improvement, as they are in every well organized medical school in Europe.

The Plan of Progressive Studies.

The "Penn Medical University" presents, to the American medical student, a field of study approximating, as far as the first enterprise of this kind may achieve, the demands of our age and country, embracing a radical reform of our system of medical education, and will proceed enlarging and improving the same, until this Institution will favorably compare with the best European schools.

It is exceedingly gratifying to the Faculty of this University, to see that a reform in medical teaching, first introduced by themselves, has been accepted in a measure, and is likely to be adopted by our medical schools generally. Though our high standard has not yet been fully appre-

eiated in all its details, it is hoped, for the sake of science, and the promotion of our exalted profession, that after one step has been taken in the progressive system, it will be followed by others, and still others, until the present antiquated and unprofitable course of mere mechanical repetition will be entirely abandoned, and a *system* more progressive and extensive adopted. Our hopes in this respect are based on the following resolutions offered by Professor Stille, of the Pennsylvania Medical College, and adopted by the American Medical Association, at its recent convention held in this city.

1. "*Resolved*, That a special committee of five be appointed to report at the next meeting of the Association upon the following questions:"

Might not the present system of *repeating the same lectures to the same classes* during the two successive terms, be usefully modified by extending the lectures of each chair over two sessions, so as to embrace a systematic and complete discussion of the following subjects:—

[Here follows a proposed curriculum of the courses of lectures, approximating ours in many particulars, but embracing the branches only, that are usually taught in medical schools at present. They are so divided, extended and arranged, as to render them a decided improvement upon the partial, defective and irrational course at present universally pursued by nearly every medical school in the United States.]

2. "*Resolved*, That the committee at an early day address the several colleges in regard to the proposed plan of instruction, requesting from them an official expression of its merits and feasibility:"—

A committee composed of some of the most eminent physicians in the United States was appointed—and we hope their labors will result in bringing about the much needed reform.

Our curriculum of lectures extends to *four progressive* courses, each of *four months'* duration, of which at least two courses will be given every year, viz: one Fall and one Spring course. The Fall course will commence on the 10th day of October, and conclude on the 10th day of February; and the Spring course will commence on the 20th day of February, and conclude on the 20th day of June,—the courses of the first year forming the first and second,

and those of the second year the third and fourth of the obligatory cycle of courses. But to accommodate students in the commencement of their studies, every year, and to facilitate the repetition of studies in such branches as the students may deem most requisite for themselves, a new cycle of courses will be commenced every fall, in such a manner that while the third course is progressing, a new first course will also be in operation, and while the fourth course is going on, a new second course will also be given. Thus a student may successively pass through all four courses in the space of two years, and, if he chooses, he may pass a second time through all four theoretical courses during one additional year, which will be seen at a glance, from the following

Curriculum of the Courses and Lectures, etc., held at the Penn Medical University of Philadelphia.

I.—*First, or Philosophical Course.*

From October 1, to February 10.

1. Descriptive Anatomy.
2. Microscopical Anatomy.
3. Anorganic Chemistry.
4. Natural Philosophy.
5. General Botany.
6. Mental Philosophy.

Practical Anatomy.
Practical Chemistry.
Practical Botany.

II.—*Second, or Physiological Course.*

From Feb. 20, to June 20.

7. Surgical Anatomy.
8. Physiology.
9. Organic Chemistry.
10. Medical Chemistry.
11. Medical Botany.
12. History of Medicine.

Practical Anatomy.
Practical Chemistry.
Practical Botany.

III.—*Third, or Pathological Course.*

From October 1, to February 10.

13. Gen. and Spec. Pathology.
14. Materia Medica.
15. Obstetrical Anatomy, Phsiology and Pathology.
16. Surgical Pathology and Minor Surgery.
17. Institutes of Medicine and General Therapeutics.
18. Medical Jurisprudence.

Clinics
Pathological Museum.
Autopsics.

IV.—*Fourth, or Practical Course.*

From Feb. 20, to June 20.

19. Morbid Anatomy and Chemistry. Diagnostics.
20. Pharmacy.
21. Operative Obstetrics, and Treatment of Diseases of Women and Children.
22. Operative Surgery and Specialities.
23. Practice of Medicine.
24. Public Hygiene.

Clinics.
Hospitals.
Autopsies.

The first of these courses comprises the physical and philosophical, or the "collateral" sciences of medicine, and is therefore styled the *Philosophical* Course. The second embraces principally the applied physical sciences for the study of organic and human life, etc., and is therefore styled, after its chief branch, the *Physiological* Course. The third course, containing mostly branches that treat of diseased or unusual conditions of the human system, is therefore termed the *Pathological*, and the fourth course embracing the eminently practical sciences, is, for this reason, styled the *Practical* Course. A careful comparison of the various branches in the ascending scale of the courses cannot fail to exhibit the natural succession and philosophical graduation of all the branches.

In order to adapt this institution as far as possible to the existing state of other schools, the following regulations have been adopted for the reception of students coming from other Colleges.

Such students as have passed two courses of lectures at another approved college, and wish to avail themselves of the system of teaching pursued in this school, may either devote another year for their studies, and attend all four courses during that time, or they may attend during spring, the *Fourth* Course, and be graduated after finishing the same and passing a successful examination.

For the *Spring* Session, commencing on the next Twentieth of February, it has also been concluded to accept, for the *Second* Course, students who have been under instruction of a preceptor for one year, or who give other evidence of their capacity for entering the Second Course. Such students will have a chance, during the next Fall Session, while they are in the Third Course, to make up all deficiencies which they may perceive, by attending the principal lectures given to the class of the First Course. For this extra attendance no extra charges will be made, except in the Demonstrators' branches.

Anatomical Museum.

The Anatomical Museum since the last session, has been much enriched by a large accession of preparations, both wet and dried, and many valuable dissections prepared by

the Professor of Anatomy, whose time is exclusively devoted to the cultivation of this branch.

Many of the productions of his labor and skill are not surpassed by those of the most celebrated anatomists and artists in this city, and will compare favorably with the collections of our oldest institutions.

The Chemical Laboratory.

This department also has been constantly receiving new supplies of chemicals and apparatus by which, with the industry and perseverance of the Professor of Chemistry, the means of instruction have become very much enlarged and improved, and rendered amply sufficient for illustrating chemical science.

The Materia Medica Cabinet.

At a great expense the Institution has provided itself with every important officinal article of the Materia Medica, and its Pharmaceutical preparations, and affords great facilities for studying this very important department of medical science.

The other Departments.

The Surgical, Obstetrical, Physiological and other departments are now amply supplied with the necessary specimens, models, diagrams, paintings and apparatus for fully illustrating the different subjects.

Rules for Graduating.

1. The candidate must possess a good moral character, and give satisfactory evidence of a good English education.
2. He must have attended two courses of lectures annually, for two years, or their equivalent, in whole, or in part in any other approved medical school.

3. He must deposit with the Dean of the Faculty, at least thirty days before the close of the fourth course, the graduation fee, and a Thesis of at least ten pages, on some medical subject he may choose, composed and written by himself. The Thesis must be written on paper of uniform size, and on alternate pages. The copy deposited, in every case, except of rejections, will be retained and preserved in the archives of the University.

4. He must give evidence of his scientific qualifications, by an examination on all the branches taught by the Professors. The examination may be in the presence of all the faculty, or by each one separately, as the candidate may elect, to be signified at the close of his Thesis, by the words "private examination," or "public examination."

5. Should the examination prove satisfactory, the candidate will be recommended to the corporators, as worthy and qualified to receive the degree of Doctor of Medicine.

6. Should the first examination prove unsatisfactory, the candidate will be entitled to a second, and if he then fail to give satisfaction, he will be declared rejected, and the graduation fee and thesis be returned to him; but, if on the second examination, he should prove successful, his case will be proceeded in as though he succeeded at first. Three negative votes on the final ballotting reject a candidate.

7. The degrees will be conferred on the successful candidates, at a public commencement to be held immediately after the close of the session in June, and no candidate absenting himself from the commencement, without the consent of the faculty, will be entitled to receive the degree.

TERMS.

Matriculation Fee,	$5 00
Ticket for each single branch,	12 00
" for one Courses of Lectures,	60 00
" for two Courses,	110 00
" for three,	160 00
" for all four Courses, (perpetual)	200 00
Practical Anatomy, in first or second course, each	5 00
Practical Chemistry, " " " "	5 00
Graduation Fee,	30 00

Students with limited means will find every reasonable consideration.
For particulars and matriculation please apply to

WM. SCHMOELE, M. D., Dean,
N. W. corner Arch and 13th Sts.

SYSTEM OF SCHOLARSHIPS.

In order to enlarge the field of usefalnes of the Penn Medical Unlversity, and to enable and induce as large a number of families as possible to secure the advantages of its various and extensive teachings for their sons, and for other meritorious young persons, on whom they may wish to confer a great and lasting benefit, the following system of scholarships has been adopted, which we respectfully submit to an intelligent public, soliciting for it a generous consideration and liberal aid.

FAMILY RIGHTS OF SCHOLARSHIP IN THE PENN MEDICAL UNIVERSITY.

1.	A Perpetual Family Right for always ten Gentlemen at a time as full Students, ...	$6000 00
2.	" " for always seven Students,.....	5000 00
3.	" " for always five Students,.....	3000 00
4.	" " for always three Students,.....	2500 00
5.	" " for always one Student,.....	1000 00
6.	A Family right for ten full Students,.....	1000 00
7.	" " seven "	800 00
8.	" " four "	500 00
9.	" " three "	400 00
10.	" " two "	300 00
11.	" " one "	200 00
12.	A Perpetual Family Right for the instruction of always one Gentleman at a time, in one Branch of Science,.....	150 00

These scholarships present a great field for benevolent persons to confer the greatest benefits at the smallest amount of costs, on a greater or smaller number of meritorious persons, and through them, on thousands of their fellow beings, to whose benefit the professional aequirements of their beneficiaries may be applied. If we give money to youths, it may serve to their destruction; but if we confer on them a *high, ennobling education*, we give them both *wealth* and *virtue*, and render them benefactors of our race.

A wealthy family appropriating six thousand dollars for scholarships will lay the foundation for themselves and their posterity, for ages to come, to educate at all times ten me-

ritorious young men, for the medical profession, among whom may be many of their own blood relations, or the children of dear friends, and their children and children's children. So will any smaller sum, devoted to this purpose, become a perpetual fountain of overflowing happiness, intelligence and virtue, and call blessings from the Father of all on the noble benefactors, long after they may have been gathered to their eternal homes! May our noble enterprise be appreciated and thus aided by many true benefactors!

STUDENTS' NAMES.	RESIDENCES.
Bradley, B. F. - - -	Philadelphia, Pa.
Brown, Wm. S. - - -	Boston, Mass.
Bushnell William, - - -	Newton, Mass.
Brooks, James P. - - -	Guyandotte, Va.
Garvin, James - - -	Philadelphia, Pa.
Gentot, Fred'k - - - -	Wirtemberg, Ger'y,
Haas, Henry - - - -	Monroe Co., Pa.
Hohlfield, Fred'k - - -	Bethlehem, Pa.
Kœrper, Egon - - -	Beverly, N. J.
Leach, Charles A. - - -	Philadelphia, Pa.
Molle, John W. - . -	Evansville, Ind.
Needham, Nicor - - -	Lumberville, Pa.
Neiss, F. - - - -	Prusia.
Powell, William C. - - -	Philadelphia, Pa.
Rea, James - - - -	Philadelphia, Pa.
Ridgway, Philip R. - - -	Boston, Mass.
Schulte, Fred'k - - -	Herdecke, Prusia.
Shermer, Henry B. - - -	Rochester, N. Y.
Waldie, Walter S. - - -	Pittsburg, Pa.
Wolsieffer, Philip M. - - -	Philadelphia, Pa.
Total, - - - - -	20.

LIST OF GRADUATES.

Brooks, James P.	Garvin, James
Brown, Wm. S.	Needham, Nicor
Bushnell, William	Ridgway, Philip R.